



# **Federal Adequate Yearly Progress (AYP) Summary Report 2009-10**

<b>District :</b>		
<b>Name :</b>	TOOELE DISTRICT	
<b>Number :</b>	30	<b>Grade Span :</b> 10-12
<b>Did district make AYP?</b>		<b>No</b>



2010 - 11

Language Arts						Mathematics				
Group	Participation	Academic Achievement	Safe Harbor		Group OK?	Participation	Academic Achievement	Safe Harbor		Group OK?
			10 % Rule	Additional <sup>2</sup> Indicator				10 % Rule	Additional <sup>2</sup> Indicator	
Whole LEA	Yes	Yes			Yes	Yes	No	No	No	No
Asian	NA	NA			Yes	NA	NA			Yes
African American	NA	Yes*			Yes*	NA	NA			Yes
American Indian	NA	Yes*			Yes*	NA	No	No	NA	No
Caucasian	Yes	Yes			Yes	Yes	No	No	No	No
Hispanic	Yes	No	Yes*	Yes	Yes*	Yes	No	Yes*	Yes	Yes*
Pacific Islander	NA	Yes			Yes	NA	NA			Yes
Economically Disadvantaged	Yes	No	Yes	No	No	Yes	No	Yes*	No	No
Limited English Proficient	Yes	No	Yes*	Yes	Yes*	Yes	No	Yes*	Yes	Yes*
Students with Disabilities	Yes	No	Yes	No	No	Yes	Yes*			Yes*

Did the district and every group make AYP in the content area?	Grade Span	Language Arts	Mathematics
	3-8	<b>No</b>	<b>Yes</b>
	10-12	<b>No</b>	<b>No</b>
Did the district make AYP? <b>No</b>		Language Arts	Mathematics
Is the district in Program Improvement? <sup>4</sup> <b>No</b>	Year in Program Improvement		

- 1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
- 2 Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.
- 3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
- 4 If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details
- 5 These subgroups passed using the Same Student Safe Harbor calculation

**KEY**

Yes Group meets the requirement  
 No Group does not meet the requirement  
 Yes\* Group within width of confidence interval of meeting requirement  
 NA Group too small to be required to meet standard  
 Shaded Cell Group not required to meet this requirement



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2010 - 11

Group	Language Arts (GOAL <sup>3</sup> = 82%)							Mathematics (GOAL <sup>3</sup> = 40%)							Attendance Graduation	
	Participation		2010 Test Scores		2009 Test Scores		Group OK?	Participation		2010 Test Scores		2009 Test Scores		Group OK?	Rate	Rate
	N	%	N	%	N	%		N	%	N	%	N	%		%	%
Whole LEA	898	100	856	83	798	82	Yes	799	99	745	26	689	33	No	94	75
Asian	7	N<40	7	N<10	7	N<10	Yes	5	N<40	5	N<10	3	N<10	Yes	N<40	N<40
African American	12	N<40	12	58	7	N<10	Yes*	8	N<40	7	N<10	7	N<10	Yes	N<40	N<40
American Indian	16	N<40	13	62	18	67	Yes*	19	N<40	18	11	18	33	No	93	N<40
Caucasian	767	100	735	86	685	84	Yes	658	99	618	26	564	34	No	94	76
Hispanic	83	99	77	62	76	68	Yes*	100	97	89	24	90	19	Yes*	93	66
Pacific Islander	13	N<40	12	83	5	N<10	Yes	9	N<40	8	N<10	7	N<10	Yes	N<40	N<40
Economically Disadvantaged	319	99	300	75	241	71	No	325	99	300	28	212	27	No	93	70
Limited English Proficient	49	100	47	53	39	51	Yes*	61	95	55	22	52	17	Yes*	94	72
Students with Disabilities	114	99	106	50	86	35	No	119	100	111	39	90	49	Yes*	93	65

Did the district and every group make AYP in the content area?

Grade Span	Language Arts	Mathematics
3-8	<b>No</b>	<b>Yes</b>
10-12	<b>No</b>	<b>No</b>
	Language Arts	Mathematics

Did the district make AYP? **No**

Is the district in Program Improvement? <sup>4</sup> **No** Year in Program Improvement

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<b>No</b>	



2010 - 11

Group	Language Arts (GOAL <sup>3</sup> =82.0%)				Mathematics (GOAL <sup>3</sup> = 40.0%)				Additional Indicator	
	Participation %		Academic Achievement		Participation %		Academic Achievement		Attendance Rate	
	District	State	District	State	District	State	District	State	District	State
All Students	100	99	83	87	99	99	26	37	94	95
Asian	N<40	99	N<10	87	N<40	99	N<10	40	N<40	97
African American	N<40	99	58	69	N<40	99	N<10	22	N<40	94
American Indian	N<40	99	62	64	N<40	99	11	25	N<40	93
Caucasian	100	100	86	91	99	99	26	41	94	95
Hispanic	99	99	62	68	97	98	24	23	93	93
Pacific Islander	N<40	99	83	78	N<40	97	N<10	23	N<40	95
Economically Disadvantaged	99	99	75	76	99	98	28	31	93	93
Limited English Proficient	100	99	53	47	95	97	22	16	94	93
Students with Disabilities	99	99	50	52	100	99	39	36	93	90

# of LEP students exempted from AYP calculations: 4

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2010 - 11

**Count of NCLB Classes Reported to the Clearinghouse, For Poverty Quartiles,  
Taught by Highly Qualified Educators for School Year 2009-2010**

	Not Highly Qualified	Highly Qualified	Total Classes Warehse	Percent Not HQ	Percent Highly Qualified
<b>TOOELE DISTRICT</b>	<b>253</b>	<b>1,359</b>	<b>1,612</b>	<b>15.69%</b>	<b>84.31%</b>
<b>Elementary</b>	<b>23</b>	<b>328</b>	<b>351</b>	<b>6.55%</b>	<b>93.45%</b>
1st Poverty Quartile	0	0	0		
4th Poverty Quartile	1	59	60	1.67%	98.33%
Other Poverty Quartiles	22	269	291	7.56%	92.44%
<b>Secondary</b>	<b>230</b>	<b>1,031</b>	<b>1,261</b>	<b>18.24%</b>	<b>81.76%</b>
1st Poverty Quartile	0	0	0		
4th Poverty Quartile	29	46	75	38.67%	61.33%
Other Poverty Quartiles	201	985	1,186	16.95%	83.05%

**\*\* This report does not reflect assignments reported to CACTUS**

**\*\* 4th Poverty Quartile is the quartile with the highest poverty percentage**

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